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ABSTRACT

The book is an introduction to the teaching of students whose first language is not English, especially limited-English-proficient (LEP) students, in the regular classroom. An introductory chapter defines terms, offers guiding principles, and outlines issues in the education of this population. The second chapter looks at the characteristics of LEP students, including issues in their linguistic, cognitive, and academic development and in their assessment. The third chapter examines more closely several issues in cultural and linguistic diversity in the classroom, and the organization of classroom activity to be culturally sensitive. Chapter 4 examines alternatives to mainstreaming LEP students, particularly bilingual education, English-as-a-second-language programs, and sheltered subject area instruction. Strategies for integrating oral and written language learning is the focus of Chapters 5 and 6. Three subsequent chapters address integration of language learning with specific subject areas: social studies; science; and mathematics. Finally, the role of teachers in the development of linguistic, cognitive, and academic skills of LEP students is explored; characteristics, competencies, and techniques of effective mainstream teachers are reviewed here. A substantial bibliography is included. (MSE)

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